



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
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Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021
Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Meadow Independent School District CDN 223902 Vendor ID 75-6002041 ESC 17 DUNS 046841995
Address 604 4th Street City Meadow ZIP 79345 Phone 806-539-2246
Primary Contact Darrian Dover Email darrian.dover@meadowisd.net Phone 806-539-2246
Secondary Contact Stacey Dover Email stacey.dover@meadowisd.net Phone 806-539-2246

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Darrian Dover

Title Superintendent

Email darrian.dover@meadowisd.net

Phone 806-539-2246

Signature

Date

11-9-2018

Grant Writer Name Stacey Dover

Signature

Date

11-9-2018
11-11-2018

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # 701-18-106 SAS # 277-19

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-022

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The Hispanic demographics of our professional teaching staff will increase by 9% to reduce the gap between our minority teachers and students.	Meadow ISD will seek paraprofessionals desiring to become educators that grew up in our rural area and have the same demographics as the majority of our students.
We will decrease our teacher turn over rate by 10%.	This program will allow our district to grow our own teachers that "fit" the school because they are already rooted in our community and consider it their home. We will seek our paraprofessionals with community ties that want to serve students with similar values and backgrounds.
Meadow ISD will have certified teachers for 100% of courses required for graduation.	Meadow ISD will seek paraprofessionals currently employed in our district with backgrounds, skills, and interest in getting their certification in the "hard to staff" courses that our district has been unable to find qualified certified teachers.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

* By August 2021, Meadow ISD will have an 84% return rate of certified professional staff.

* By August 2021 Meadow ISD will increase their Hispanic certified teacher population by 9% thus reducing the gap between minority teachers and the students.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

GYO recipients seeking only certification must have been accepted into an alternative certification program, taken and passed one TExES exam, and successfully completed 85% of the required coursework. Paraprofessionals enrolled in an IHE will have completed 100 undergraduate hours maintaining at least an overall 2.5 GPA by June 2019. All paraprofessional candidates will meet with the campus principal and designated grant staff to report progress on obtaining graduation and/or certifications goals.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

In December 2019, the GYO recipients will meet with their campus principal, designated grant staff, and the administration team to review program progress. Those enrolled at the IHE will have completed all undergraduate coursework. At this point they will apply for admission to an EPP, and register for at least one TExES test. Recipients working only on certification will have all coursework completed. They will have passed all TExES exams required for their certification. The GYO recipients will also be members of Professional Learning Communities at Meadow ISD that will give additional support to aid them in meeting IHE requirements and support them with completing assignments. The goal is for all Bachelor Degrees to be completed by December 2019. Those working on certifications will be on track to hold a valid teacher certification by December 2019.

Third-Quarter Benchmark

Paraprofessionals completing a certification through an EPP program will meet with the high school principal, designated grant staff, and monitor from EPP Program to evaluate the teaching residency and provide support for the paraprofessional. They will be completely certified before January 2020.

The paraprofessional enrolled in an IHE will complete their Bachelor's Degree before August 2019. Before December 2019 the paraprofessional will be admitted into an EPP program, pass at least one TExES test, and have all EPP coursework completed. This candidate will meet with the campus principal to monitor progress of certification at the beginning of the program, again in November 2019, and work with the paraprofessional and EPP to plan that all certification test have been passed by the end of the 2019-2020 school year. The paraprofessional will be certified by the end of May 2020.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Multiple types of data will be collected for the entire grant period. Data will include (1) grant recipient progress (e.g. coursework grades, course alignment with LEA needs, progress for being on track for completion within the grant period); (2) student interest in a CTSO (e.g. the percentage of student activity involved in the organization, the number of students competing in regional competition, the percentage of students advancing to state in their events); (3) Education and Training Courses offered (e.g. sequence of courses offered, choice of more advanced courses offered). The evaluation plan will both aggregate and disaggregate measures of student involvement in a CTSO and/or Education and Training Courses by sub-populations of students (i.e., Hispanic, White, Native American, Asian/Pacific Island, Male, Female, Economically Disadvantaged, Special Education, and Limited English Proficient).

The percentage of students enrolled in the Education in Training Pathway will be collected through PEIMS data as well as additional courses offered for this pathway. The number of paraprofessionals, aides, and long-term subs will be monitored through the SBEC for completion of their teaching certificate. Student surveys will be conducted to monitor student interest in the teaching profession.

The overall responsibility for implementing the project's evaluation plan utilizing qualitative and quantitative data collection methods is the responsibility of the Campus Principal and designated grant staff. The campus principal will make sure the qualitative and quantitative data is collected for the school. Data collection methods will include PEIMS data, SBEC, student surveys, parent surveys, student achievement and course scores reported and evaluated by grading period, semester, and annually. Additionally, student's practicum or work-based learning experience will be evaluated.

Within this system, we have a formative evaluation plan with goals including the percentage of increase of student enrollment and successful completion of the Education and Training Pathway courses. We will change the way we expose students to the resources that provide information of the benefits and rewards of the teaching field if the projected percentages of students is not met. The TAFE organization will also be implemented in the 2019-20 school year and the level of support for that organization will increase excitement and interest in the teaching field.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- ☒ Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year.
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Meadow ISD currently offers Principles of Education and Training with a 20% participation through our Family and Consumer Science department. We will provide site visits to universities for our students interested in becoming teachers and initiate a chapter of TAFE with the goal of achieving a 25% class enrollment in 2019/2020 and 30% in 2020/2021. Our Human Growth and Development course currently has 25% of our high school students enrolled. For the 2019/2020 school year our goal will be 27% and 2020-2021, 30%. Beginning with 2019/2020 school year, Meadow ISD will offer and encourage students, with an interest in education, to take Instructional Practices. 15% of our high school students will enroll in this course and successfully complete it. The goal for 2020/2021 will be 20% of Meadow ISD high school students enrolled and successfully completing this course. For the 2019/2020 school year, we will begin offering Practicum Education & Training with 18% student enrollment. By the 2020 /2021 school year, we will graduate 18% of our High School Students with a completed pathway for education and Aide Level III Certification.

We currently have an active FCCLA chapter. Meadow ISD has 24 students in the chapter which is 37% of our high school population. Of those 24, 13 students participated in Regional FCCLA events and 12 advanced to state competition. The goal of our FCCLA program is to increase the number of members participating in regional competition from 54% to 80% over the next two school years.

In 2019/2020, we will begin a TAFE Chapter. Our high school principal is currently gathering information to incorporate the program at the beginning of next school year. We have a current educator that will be assisting the principal and will assist the students throughout this process. This educator is a graduate of Meadow ISD and has formed a bond with many of our students. District personnel will help raise awareness of the TAFE organization and facilitate interest from our students. Our membership goal for 2019/2020 will be 25% of our high school enrollment. Of this 25%, 50% will participate in regional competition. In 2020/2021, our TAFE membership goal will be 35% with 60% competing at regionals.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Meadow ISD currently employs individuals to work as instructional classroom aides in various subject areas and grade levels. As we have found a growing need to employ qualified teachers with an invested interest in our school and community, the philosophy of our district is to seek individuals with an aspiring interest in becoming a professional educator. The individuals that respond usually live in the community and /or are raising their family in our town and plan on remaining in Meadow for many years. Our focus of the selection process will be on applicants from our town with a goal to pursue their education in teaching.

We have tracked some past graduates that pursued a major in education, worked individually with them to hire as paraprofessionals with the possibility of future employment as a teacher at our district. During their employment as a paraprofessional, they were given an additional stipend in the amount of \$5000 with the agreement of attendance in a preset number of school and/or community activities. This allows us to employ potential future teachers as well as to encourage them to be engaged in the school and community.

Meadow ISD seeks employees that are former Meadow ISD graduates and/or from surrounding regions. This helps with mirroring the diversity of our student population. We also look at paraprofessionals that have families in the community or at our school. These employees are more engaged in our school and the pattern results in a longer commitment. In our recruitment process, we take evaluations and recommendations from immediate supervisors into consideration as well as attendance and rapport with students on a daily basis.

As we look towards the future, our plans are to support students that have an interest in becoming an educator through our Education and Training Courses pathway. As they are completing their education at an IHE, we will offer employment as a paraprofessional. When an available position opens we will employ them as teachers in the community that they grew up in and hope to keep them as long time employees. All of the candidates have agreed to sign a 2-year MOU and their ties to this community have already been established.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE☒ Check this box if you are applying for Pathway 1Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit X \$11,000 = Number of teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 = Number of high schools with existing Education and Training courses in 2018-2019 X \$6,000 = Number of high schools without existing Education and Training courses in 2018-2019 X \$9,000 = **Total Request for Pathway 1** **PATHWAY TWO**☒ Check this box if you are applying for Pathway 2 WITH Pathway 1Number of candidates pursuing a teacher certification only X \$5,500 = Number of candidates pursuing both a bachelor's degree and a teacher certification X \$11,000 = Request for Pathway 2 Request for Pathway 1 **Total Combined Request for Pathways 1 & 2** **PATHWAY THREE**☐ Check this box if you are applying for Pathway 3Number of candidates participating in a year-long clinical teaching assignment X \$22,000 = Number of candidates participating in an intensive pre-training service program X \$5,500 = **Total Request for Pathway 3**

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET
Candidates pursuing a teacher certification only	16,500
Candidates pursuing both a bachelor's degree and a teacher certification	22,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)	

SUPPLIES AND MATERIALS (6300)	
TAFE start up materials for competitions	3,000

OTHER OPERATING COSTS (6400)	
FCCLA Competition Travel	1,500
TAFE Competition Travel	1,500

Total Direct Costs

44,500

Should match amount of Total Request from page 8 of this application

Indirect Costs

TOTAL AMOUNT REQUESTED

44,500

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

xThis plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.

xThe plan must include strategies to increase enrollment in each course each year.

xThe plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Meadow ISD's FCCLA is currently a strong organization. We send about 90% of the students that participate in contest to state to compete each year. This year we are preparing to begin a local chapter of TAFE. A candidate for the Grow Your Own Grant has a passion for guiding students towards a rewarding future. This candidate is gathering information by attending local and state competitions this year. She is offering to volunteer at these competitions and is enlisting the help of interested students to go watch and volunteer as well.

This is the first year that we are offering Human Development, the 3rd course in the sequence for following the education path. We currently have 6 students in Principals of Education and Training and these students have shared information with 8th graders and freshman about the interesting and exciting opportunities they are having with this course. Our counselor is also presenting information to the 8th grade students as well as Freshman through Juniors about the opportunities available with a future in education. We are seeing more interest and will continue to present information to encourage enrollment in this pathway.

For 2019/2020, the Practicum Course, will be offered for the first time. We will have a double block of time for students to activity work with elementary students and teachers. We hope this will spark interest and excitement in both the high school students participating as well as the elementary students they are interacting with in the classrooms.

Another opportunity for students includes the ability to graduate with an Educational Aide Certification. The level of certification will depend on the number of dual credit hours they earn, ranging from zero to thirty. Meadow ISD will work with the graduate to offer employment as a paraprofessional after high school and work with their IHE schedule if a position is available. This will also include an opportunity for the graduate to work at Meadow ISD as a teacher when they have become a certified teacher or hire them as they work through an alternative certification program.

Using the stories of successful graduates that are teachers or on the path to become teachers, will be a motivation that we will use to promote our program. We anticipate the stability of our teaching staff by using these practices in hiring for the future. These individuals are also role models for our students and by seeing them succeed and return to our campus we hope to help build goals for our students.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

xThe plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.

xThe plan must include marketing and recruitment strategies to increase student interest and persistence.

xThe plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

To encourage students to follow the pathway for education we will begin with high school, junior high, and elementary. Beginning in 2019/2020 the TAFE organization will be implemented with a strong emphasis on what opportunities this organization can provide for the students. Meadow ISD is building the excitement currently by taking students to competition to observe and interact with students currently members of TAFE. The plan to pair the high school students with 4th and 5th graders to encourage their interest in a future of education will begin as soon as the TAFE organization is formed. The inclusion of junior high students will be through the TAFE meeting and activities. It seems that if we can solicit interest with younger students, we will have more students interested as the program grows and matures through the years.

We will be able to profile students that continue to show an interest in this pathway beginning with their 4th and 5th grade years. The plan is to keep them interested by including them in various activities, age appropriate, every year. When they reach high school, they will be ready to enter Principals of Education and Training, which is the first course for this pathway. At this time students can begin working on their Educational Aide Certification and decide on dual credit courses.

The TAFE organization will actively recruit interested students on campus beginning with students in 7th grade. This will include paraprofessionals currently employed by the district that are currently working on their teaching certification working with the students. Using inspiring teachers closer to our students ages will help to bring that bond and trust. Taking student to colleges and attending TAFE meeting will also help with student recruitment.

Our counselor will continue to work with students' PGP and encourage them to set goals for their future.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

xThe plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.

xThe plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The current paraprofessionals working toward their certification have worked with their principals and the school human resource department to begin the process for certification. The applicants will be teamed with master teachers and gradually be included the full education process. Applicants will be in classrooms and have many opportunities for observations. Each applicant will be fully included in our districts professional learning communities and they will have support from teachers and administration with all their educational responsibilities.

When appropriate they will attend off campus training through the local ESC and/or college. A master teacher will help the applicants decide what training is appropriate and help with the implementation of the content from the training. Specialized training will also be kept in consideration. Paraprofessionals will be encouraged to go with teachers to special education training, CTE, Gifted and Talented, or other trainings that help them grow into stronger more educated teachers.

The model we will use will also have the applicant taking more active rolls in the classroom. Observation will increase to partial teaching, then co-teaching, and end up with the applicant being responsible for the complete classroom under the supervision of a master teacher.

BOARD OF TRUSTEES

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Darrian Dover, Superintendent

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Elementary Principal
DENNIS BERGER
(806)539-2527

Secondary Principal
BRIC TURNER
(806)539-2222
Fax (806)539-2334

To Whom It May Concern

The Meadow ISD school board supports the "Grow Your Own" concept for our small rural district. Even though we didn't receive the grant last year, we implemented the course structure for the Pathway 1 option into our curriculum. We also have identified a sponsor to start a TAFE program to help guide our future educators. We hope by being proactive our students will increase in quality and quantity at a faster rate.

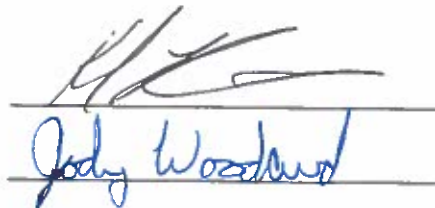
We have also identified paraprofessionals on our staff that are willing to pursue a teaching degree. This approach is intended to educate and recruit quality individuals that want to be a part of our school community.

Regardless of whether MISD receives the grant or not, we are committed to providing the two mentioned pathways for our students and paraprofessionals. Receiving the grant would take some of the financial burden off the potential educators and school district to provide a quality path to success. We whole heartedly believe that this concept will benefit MISD for years to come. We currently have 8 past MISD graduates and another 11 area high school graduates on our staff of 50. We want to thank you in advance for Meadow ISD consideration for the 2019-2020 Grow Your Own Grant.

Sincerely,

School Board President: Keith Harrison

School Board Secretary: Jody Woodard

The block contains two handwritten signatures in blue ink. The first signature is for Keith Harrison, and the second is for Jody Woodard. Both signatures are written over horizontal lines.